



Leavelle-McCampbell Middle

82 Canal Street
Graniteville, SC 29829

Grades	6-8 Middle School	
Enrollment	423 Students	
Principal	Jacquelyn S. Barnwell	803-663-4300
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Average	Below Average
2006	Below Average	Below Average
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

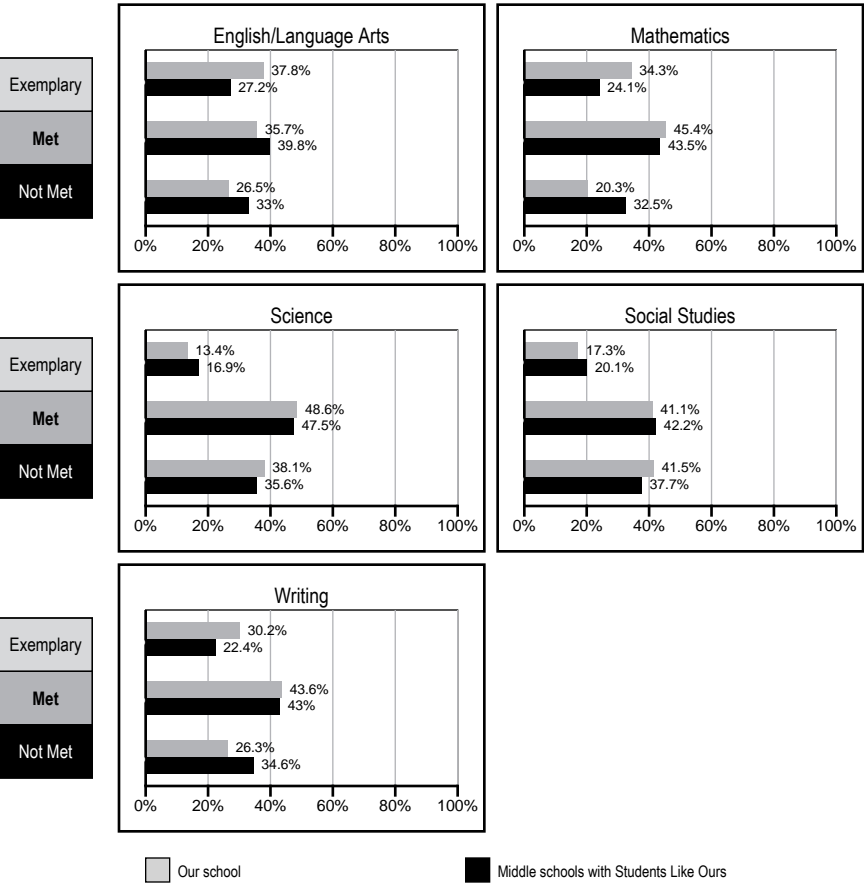
97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	33	6	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.8%
English 1	95.5%	94.9%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	97.6%	96.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=423)				
Students enrolled in high school credit courses (grades 7 & 8)	38.3%	Down from 45.6%	16.3%	21.6%
Retention rate	1.7%	Down from 2.8%	1.7%	1.2%
Attendance rate	95.3%	Down from 95.5%	95.5%	95.9%
Eligible for gifted and talented	17.9%	Down from 19.7%	14.1%	14.8%
With disabilities other than speech	8.5%	Down from 11.1%	13.5%	12.6%
Older than usual for grade	3.5%	Down from 5.0%	3.3%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 9.9%	0.7%	0.6%
Annual dropout rate	0.3%	Down from 0.6%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	28.6%	Up from 21.4%	55.5%	56.9%
Continuing contract teachers	53.6%	Up from 50.0%	73.7%	72.7%
Teachers with emergency or provisional certificates	12.5%	Up from 8.7%	4.1%	5.3%
Teachers returning from previous year	79.7%	Up from 74.5%	81.4%	82.9%
Teacher attendance rate	94.2%	Up from 93.2%	95.3%	95.2%
Average teacher salary*	\$43,985	Up 1.3%	\$45,893	\$46,599
Professional development days/teacher	7.2 days	Down from 7.5 days	10.0 days	10.8 days
School				
Principal's years at school	1.5	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	15.1 to 1	Down from 20.1 to 1	19.5 to 1	20.1 to 1
Prime instructional time	88.8%	Up from 87.6%	90.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 98.4%	98.5%	97.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$7,478	Up 5.5%	\$7,602	\$7,645
Percent of expenditures for instruction**	60.2%	Down from 63.2%	64.2%	63.4%
Percent of expenditures for teacher salaries**	56.0%	Down from 58.8%	59.3%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Leavelle McCampbell Middle School has continued to work towards raising academic excellence for students, involving parents, and working closely with the community and local businesses. A cooperative approach has been used to improve the overall school environment. We have the continued support of the Business/Community Partnership and the support of individual business partners. Together these groups have been able to fully fund our Synergistic Lab. The lab was opened in the fall of 2008. The support of the Aiken County Career and Technology Center was in part the reason we were able to procure hardware for the lab.

We believe that failure is not an option for students. Through MAP testing, we identified students' academic strengths and weaknesses. Once we identify these areas, students work on their specific skills daily through Extended Learning Time. Administrators and teachers participated in professional staff development to enhance reading achievement. The staff will continue to work in conjunction with the University of South Carolina Aiken to fully implement these research-based reading strategies.

Students will continue to participate in Advisor-Advisee, intramurals, sports, and student interest groups. These activities at LMMS are here in order to give each student the opportunity to mature and grow intellectually as we prepare them for future learning.

Jacquelyn S. Barnwell, Principal
Monica S. Key, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	118	90
Percent satisfied with learning environment	56.3%	65.8%	79.5%
Percent satisfied with social and physical environment	68.8%	73.7%	73.6%
Percent satisfied with school-home relations	43.8%	87.3%	66.7%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CA-DELAY

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.0%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	421	99.1	28.7	38.2	33.2	82.1	85.7	82.8	Yes	Yes
Gender										
Male	230	98.7	32.4	38.2	29.5	81.2	83.2	79.3	N/A	N/A
Female	191	99.5	24.3	38.2	37.6	83.2	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	275	98.6	24.5	35.3	40.2	84.7	90.8	89.5	Yes	Yes
African American	125	100	38.1	43.4	18.6	77.9	78.1	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.3	92.3	I/S	I/S
Hispanic	19	100	25	50	25	75	77.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	82.5	I/S	I/S
Disability Status										
Disabled	40	100	N/AV	N/AV	N/AV	36.4	51.2	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	37.5	43.8	18.8	62.5	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	289	99	34.1	40	25.9	76.9	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	421	99.3	22.3	49.6	28.1	83.5	81.6	78.9	Yes	Yes
Gender										
Male	230	99.1	22.6	50.5	26.9	83.2	80.6	77	N/A	N/A
Female	191	99.5	22	48.6	29.5	83.8	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	275	98.9	20.4	45.6	34	84	87.6	87.2	Yes	Yes
African American	125	100	27.4	56.6	15.9	82.3	71.7	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.8	93	I/S	I/S
Hispanic	19	100	18.8	62.5	18.8	81.3	78.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	79.5	I/S	I/S
Disability Status										
Disabled	40	100	69.7	27.3	3	33.3	45.4	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	25	56.3	18.8	75	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	289	99	27.1	53.7	19.2	79.6	74.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	272	98.9	37.6	49	13.5	62.4	68.5	67.5
Gender								
Male	149	98.7	35.8	45.5	18.7	64.2	69.4	67
Female	123	99.2	39.6	53.2	7.2	60.4	67.6	68
Racial/Ethnic Group								
White	177	98.3	31	52.5	16.5	69	78.5	79.5
African American	79	100	51.4	40.3	8.3	48.6	52.3	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.5	84.3
Hispanic	14	100	38.5	53.8	7.7	61.5	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
Disability Status								
Disabled	26	92.3	81.8	13.6	4.5	18.2	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	13	100	46.2	46.2	7.7	53.8	61.3	59.6
Socio-Economic Status								
Subsided meals	186	98.4	44.8	47.2	8	55.2	56.9	55.1

Social Studies								
All Students	269	98.5	40.8	41.6	17.6	59.2	69	72.3
Gender								
Male	148	98	38.8	40.3	20.9	61.2	69.3	71.5
Female	121	99.2	43.2	43.2	13.5	56.8	68.8	73.2
Racial/Ethnic Group								
White	173	97.7	35.4	41	23.6	64.6	76.5	80.7
African American	85	100	53.3	41.3	5.3	46.7	56.7	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	62.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	72.2
Disability Status								
Disabled	30	96.7	N/AV	N/AV	N/AV	29.2	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	63.8	67.9
Socio-Economic Status								
Subsided meals	183	98.4	49.4	38.4	12.2	50.6	59	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	423	98.6	25.9	43.8	30.3	74.1	71.8	70.2	95.3	95.9
Gender										
Male	230	98.7	30.7	46.2	23.1	69.3	65.9	63.2	95.3	95.7
Female	193	98.5	20.1	40.8	39.1	79.9	78.1	77.5	95.2	96
Racial/Ethnic Group										
White	281	98.2	22.5	40.3	37.2	77.5	78.3	79.1	94.7	95.8
African American	121	100	34.2	48.2	17.5	65.8	61.4	57.6	96.2	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84	86.2	98.9	97.7
Hispanic	19	94.7	17.6	64.7	17.6	82.4	65.9	62.6	96.5	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.9	68.7	N/A	96
Disability Status										
Disabled	39	100	N/AV	N/AV	N/AV	14.3	23	26.1	94.8	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	18	94.4	29.4	52.9	17.6	70.6	64.9	61.2	96.1	96.4
Socio-Economic Status										
Subsidized meals	295	98.6	31.7	48.5	19.8	68.3	61.4	58.9	94.5	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	161	99.4	30.8	45.5	23.8	69.2
	7	122	99.2	32.1	33	34.8	67.9
	8	138	98.6	23.2	34.4	42.4	76.8
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	161	100	22.9	50	27.1	77.1
	7	122	99.2	29.5	51.8	18.8	70.5
	8	138	98.6	15.2	47.2	37.6	84.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	81	98.8	42.9	50	7.1	57.1
	7	122	98.4	40.2	47.3	12.5	59.8
	8	69	100	27	50.8	22.2	73
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	80	100	31.5	60.3	8.2	68.5
	7	122	96.7	55.5	34.5	10	44.5
	8	67	100	25.8	32.3	41.9	74.2
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	164	97.6	29.5	39.7	30.8	70.5
	7	122	100	27.2	50	22.8	72.8
	8	137	98.5	20.6	42.9	36.5	79.4

Abbreviations for Missing Data

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